Race to the Top - District

Technical Review Form

Application #0453OK-1 for Oklahoma City Public Schools

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	2

(A)(1) Reviewer Comments:

Oklahoma City Public Schools (OKCPS) provided explanation and background for the existing OKCPS Strategic Plan with four main Strategic Initiatives which are:

Academic Success of Students

Family and Community Support

School Environment

Leadership

The OKCPS target is to enhance the existing OKCPS Strategic Plan that is in the planning year for SY 2012-13 with the RTTTD funds. Plans are to "...enhance the current Academy model at the high school level by providing a personalized learning platform and by extending support for the model to the middle and elementary grades."

Even though as one of two districts throughout the US to implement the academy model district-wide and the partnership with the National Academy Foundation (NAF) in order to "...help high school students prepare for successful careers and life by becoming college and career ready...", it is unclear of the OKCPS approach to obtain the RTTT-D goals centered on the four core educational reform areas.

Overall, OKCPS presented the existing vision and plans for the OKCPS Strategic Plan and ultimately utilize RTTT funds to enhance the high school Academy Model extending support for the model to middle and elementary grades.

However, it is inconclusive how the OKCPS comprehensive and coherent reform vision is building on the four core educational reform areas. Other than the use of the NAF academy model, it is unclear of which standards and assessments have been adopted to prepare students to succeed in college and the workplace. It is unclear of which data systems have been built and/or are in place to measure student growth and success and inform to improve instruction. It is unclear how OKCPS is and/or will recruit, develop, reward, retain the effective teachers and principals. It is unclear other than the use of the NAF academy model of the plans to turn around the lowest-achieving schools.

Therefore, OKCPS scored in the highest of the low range.

	Available	Score
(A)(2) Applicant's approach to implementation (10 points)	10	4

(A)(2) Reviewer Comments:

Oklahoma City Public Schools (OKCPS) provided an explanation and actions taken for the planning year SY 2012-13 in the existing OKCPS Strategic Plan including the hiring of a "...district-level administrator with experience in implement the academy model; opening 6 career academies as well as 4 high schools adding an additional 4 academies.

The OKCPS plan is to expand the academy model to all OKCPS schools which includes serving 7,373 students in 11 high schools, 4,753 students in 11 middle schools, and 27,717 students in 55 elementary schools. OKCPS provided the district-wide percentage for the high needs students – 90% free and reduce lunch; 31% ELL; 12.9% IEP; 1,100 homeless; 73% graduate with peers equating to serving for the first year the 35,418 high need students out of the total population of 35,418. As well as serving for the first year a total of 1,941 educators – 732 high/middle school level and 1209 elementary level.

Overall, OKCPS provided portions of the required information: identified the outcome desire of graduates, listing of the schools; for the first year of the plan - number of students, number of educators, percentages of high need students.

However, it is unclear from the evidence presented for the implementation approach of expanding the academy model, which is currently in the planning year at 10 secondary schools, into the additional 67 schools in the district. This approach to expand the academy model at such a large number is rather bold and is highly unlikely to support a high-quality implementation across the district.

It is unclear beyond the first year of the plan which schools will participate, the number of students and educators who will participate, or the projected number of high need students who will participate.

Therefore, OKCPS scored in the lower of the middle range.

(A)(3) LEA-wide reform & change (10 points)	10	6

(A)(3) Reviewer Comments:

Oklahoma City Public Schools (OKCPS) provided a brief explanation and a logic model for the plans to serve all K-12 students and educators.

Educators would be provided an online platform for professional development; use of a learning management system; development of project based learning opportunities and resources; support for technology literacy and integration, personalized learning and project based learning; data system. All students would be provided service through an online learning management system, interest inventories, project based learning; middle and high school levels an addition of online college and career pipelines; high school level an addition of internships/work-based learning and 1:1 laptops.

Overall, OKCPS presented evidence of a quality plan through the logic model describing the inputs, outputs, and desired outcomes-impacts both short term and long term.

However, the logic model stated a component that was unclear in that:

- Outputs – Activities … the word "Assess" without additional explanation.
- Also in the logic model stated… Outputs – Participation – "OKCPS Students K-12 and OKCPS Educators". There are inferences but it is unclear where parents of the students and the community stakeholders will be included in and supported by the plan.

Therefore, OKCPS scored in the middle of the middle range.

(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	5

(A)(4) Reviewer Comments:

Oklahoma City Public Schools (OKCPS) provided explanation for the new state mandated Student Outcome Goals, beginning SY 2012-13, which were granted by the ESEA Flexibility Waiver that changed the State's accountability system.

The OKCPS is mandated by the OKCPS School Board with an ambitious challenge of raising the end of instruction student success in the areas of satisfactory or higher by 10% SY2012-13 and 2% each year and increase the 3rd grade reading CRT by 10% in May 2012.

Charts displaying the 3rd-8th grades reading and math, Algebra I and English II ambitious increases in the student demographic subgroups of race, IEP, ELL, economically disadvantaged … 10% for 2012-13 then ranging from 1.2% to 10% the following years.

The State's new Annual Measurable Objectives (AMO) to compare the achievement gaps of 10 subgroups of students including race, IEP, ELL, economically disadvantaged in the categories of math, reading, and graduation/attendance. All students are required to "…obtain proficiency or improvement each year."

The State's new accountability system sets a formula that assigns a "Grade" for the level of high standards obtained through graduation rates.

OKCPS presented a limited amount of data representing the college enrollment rate. OKCPS does recognize the areas that need improvement and are working to collect more complete data.

Overall, OKCPS has in place the method and instruments of which to collect and analyze the data to improve student outcomes in the areas of Performance on Summative Assessments - Achievement Goals and Growth Goals whether it has been mandated by the State or the OKCPS Board.

However, it is unclear of the specific plan of action and desired outcomes OKCPS is striving for in the areas of the decreasing the Achievement Gaps, increasing Graduation Rates, and increasing College Enrollment Rates.

Therefore, OKCPS scored in the middle of the middle range.

B. Prior Record of Success and Conditions for Reform (45 total points)

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	5

(B)(1) Reviewer Comments:

Oklahoma City Public Schools (OKCPS) provided an extensive listing of initiatives used over the past 4 years to support students, raise student achievement and close achievement gaps.

They explained and provided the one general percentage increase from 2008-09 and charts with four years of district-wide student results from 2008-09 to 2011-12 for each grade EOI in the areas of math, reading, Algebra I and English II; three years of increased graduation rates from 2007-08 to 2010-11; five years of drop-out rates from 2005-06 to 2010-11; four years of attendance rates from 2006-07 to 2010-11; one year of achievement gap rates from 2010-11 to 2011-12; limited data for the college enrollment rate from 2006-07 to 2009-10; SIG data on four of the seven schools that received the SIG funds – one HS used the Turnaround Model and replaced 50% of the staff; explanation of the OCCT/EOI scores that are annually mailed to parents and posted on the OKCPS website; explanation of the Edusoft assessment management system for the development and administration of the quarterly benchmark assessments; explanation of the SmartWeb system for real-time data on grades, homework assignments, attendance accessible to teachers, parents, and students.

Overall, OKCPS provided data and descriptions of the tools, systems, initiatives, programs that have been utilized to increase student success.

However, while the proposal provided a combination and a mixture of data in selective years, it is inconclusive in order to determine a clear record of success for OKCPS in the past four years.

It is unclear from the data presented on three of the seven schools receiving SIG funds as to what was implemented and/or what factors supported the reported limited success gains.

It is unclear of the track record of success and the level of gain made from the implementation of the nine listed initiatives.

Therefore, OKCPS scored in the lower of the middle range.

	Available	Score
(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	5

(B)(2) Reviewer Comments:

Oklahoma City Public Schools (OKCPS) provided the background for the state law mandating the School district Transparency Act ensuring the department of education make available on the website financial information including school district expenditures, cost descriptions, amounts of funds spent, types of transactions, copies of credit card statements, and current per pupil expenditures.

The Oklahoma Department of Education maintains and annually post financial documents:

- state expenditure reports - instruction, support services, operations of non-instructional services, facilities, acquisitions, construction and outlays;
- district expenditures reports delineated into two categories of -
- district financial reports - expenditure reports, expenditure comparisons reports, district revenue reports;
- school level reports - expenditure information available by Function codes which includes the school-level personnel salaries for instructional and support staff as well as the total dollar amount expended per school per fiscal year.

The OSDE website is fully accessible to the public providing reports and information.

Overall, the OKCPS has demonstrated evidence of a high level of school financial transparency.

Therefore, OKCPS scored in the highest of the high range.

(B)(3) State context for implementation (10 points)	10	5

(B)(3) Reviewer Comments:

Oklahoma City Public Schools (OKCPS) provided an explanation of the conditions and sufficient autonomy provided through the State legal, statutory and regulatory requirements and monitored by the state department of education.

The graduation requirements include a minimum number of attendance hours, Carnegie units, promotion based on mastery of standard, and provision of supplemental online instruction. These laws and rules provide OKCPS with the autonomy to meet the criteria of personalized learning environments.

Although these provisions and services are in place, OKCPS proposal is lacking the evidence to demonstrate how these provisions are implemented in OKCPS to support students.

It is unclear of evident success, barriers, solutions to experienced barriers, and number of students utilizing the provisions.

Therefore, OKCPS scored in the middle of the middle range.

(B)(4) Stakeholder engagement and support (10 points)	10	7

(B)(4) Reviewer Comments:

Oklahoma City Public Schools (OKCPS) provided a description of the actions and responsibilities of the committees to develop the proposal. OKCPS established a working committee, consulting committee, and sub-committees of stakeholders. The committees met weekly during the month of planning and writing the proposal.

A RTTTD webpage was developed with an icon accessible through the OKCPS website. The webpage allowed stakeholders an opportunity to view information, documents, and provide feedback.

The RTTTD committee relied on existing committees to provide guidance and feedback. These committees included the Joint Education Task Force and Strategic Plan Committee.

The RTTTD committee utilized the AlertNOW Phone Survey system contact parents, staff, and community members (who were already signed up for phone alerts) to provide a brief explanation and request feedback as to which area should the RTTTD funds be utilized. There were 6,000 English responses and 3,000 Spanish responses.

The proposal received twelve letters of support from stakeholders ranging from colleges/universities, city officials, state board association, Boys and Girls Club, Boys Scouts, YMCA, and Foundation for OKCPS.

Overall, the OKCPS proposal demonstrated evidence of a supportive stakeholder's network for the development and support of the proposal.

Although the AFT representatives worked on the NAF planning group to develop the existing OKCPS 5-year Strategic Plan, it is unclear of AFT representations direct engagement and/or teacher support for the proposal other than the signature of the President of the AFT.

It is unclear how stakeholders were informed of the RTTTD webpage and how to access in order to gain information and

provide feedback.

It is unclear of the level of engagement and feedback from the students for whom this proposal is serving.

Therefore, OKCPS scored in the high of the middle range.

(B)(5) Analysis of needs and gaps (5 points)	5	2

(B)(5) Reviewer Comments:

Oklahoma City Public Schools (OKCPS) provided an explanation and background for the existing strategies providing personalized learning opportunities.

Currently, OKCPS implements:

- Career Academies - which is in the first year of implementation and based at 6 of 11 sites for 9-12 graders;
- Virtual Courses – full-time or part-time options through iOKCPS for grades K-12…most part-time students take virtual courses for credit recovery;
- Individualized Reading Plans – for K-3 graders who are not reading on grade level;
- ACE Remediation Plan – students who are not and/or at-risk of not achieving proficiency;
- K20 GEAR UP for the PROMISE – 10 high-poverty, low-academic readiness schools of 7th and 8th graders impacting 4,041 students

OKCPS identified gaps in the personalized learning opportunities:

- current services for 4-6 grade students;
- limited programs for students working on or above grade level;
- 21st century tools utilized in two identified programs;
- current services not implemented district-wide.

To close the identified gaps, OKCPS proposes to expand access to an online performance management system for grades K-12; increase access to authentic learning experiences for teachers; and increase the access to 21st century tools.

Overall, OKCPS presented an account and assessment of the current services, identified the needs and gaps, and a proposal to close the gaps.

However, it is unclear of the alignment of the identified existing strategies and programs to demonstrate evidence of how the OKCPS efforts to provide personalized learning opportunities and the identified gaps will align and address the proposed components.

It is also unclear of the analysis of the success factors for the existing strategies and programs to demonstrate evidence of OKCPS plan to provide for all students district-wide a personalized learning environment.

Therefore, OKCPS scored in the low of the middle range.

C. Preparing Students for College and Careers (40 total points)

	Available	Score
(C)(1) Learning (20 points)	20	8

(C)(1) Reviewer Comments:

Oklahoma City Public Schools (OKCPS) provided an extensive timeline outlining events, actions, and responsible parties for the identified goals and activities.

The OKCPS proposed goals are:

- Increase district-level capacity - support effective implementation of RTTTD strategies
- Expand the academy concept (middle school level) – provide interest and academic based college and career paths for all students
- Implement a personalized teaching and learning platform – administrators, teachers, students, parents

- Increase access to technology and digital content – teachers, parents, students

In each of the four proposed goals are key activities such as:

- Creating a RTTTD office in the central LEA office - hiring for 4 new positions;
- Stakeholder involvement – Professional Learning Community committee including RTTTD staff, LEA staff, school staff, parents, students, community members;
- Create district level office to support academy implementation – hiring for 4 new positions;
- Career Rotation for middle school – 11 career exploration teachers;
- Summer Bridge Program during June or July – incoming 9th graders;
- ConnectEDU performance management platform which integrates college/career planning, data dashboards to track performance against benchmarks, early warning indicators - expand to middle school and elementary level;
- Edmodo a learning management tool – expand district-wide;
- Create technology support – hire 6 new ETIS (Education Technology Integration Specialist) positions;
- 1:1 digital program for all students in HS academies – purchase wireless device for freshman

Overall, the OKCPS proposed plan and goals to implement personalized learning at all levels within the district consist of a collection of programs, support systems, establishing committees, and 14+ additional support personnel positions.

Although OKCPS has presented an extensive plan with goals and key activities, it is inconclusive as to the evidence of alignment and coherency of the elements to ensure a high-quality plan of a cohesive support to all students for a personalized learning environment.

There are areas throughout the plans and key activities that are ambiguous.

The evidence is not clear as to the consistency and frequency of the update and analysis of the students' data and progress toward the mastery of college- and career-ready standards and/or college- and career-ready graduation requirements.

It is unclear how the proposed 14+ new positions will be sustained beyond the RTTTD funds.

It is unclear is the Career Exploration Teachers in each of the 11 middle schools are current teachers or new positions.

It is unclear where in the regular school day schedule the M/S students will receive the career exploration instruction.

It is unclear if the incoming 9th graders are mandated to attend the June or July Summer Bridge Program.

It is unclear of the details for the Summer Bridge Program… where will the program take place, who will staff and instruct, are these paid positions and if so, with which funds.

It is unclear of the evidence that the ConnectEDU online platform can be scaled-up for elementary level.

It is unclear of the results, outcomes and success factors by the high school students or parents or teachers utilizing the ConnectEDU online platform.

It is unclear of the evidence that the proposed online platforms can and/or will integrate to gather the academic performance and student data.

It is unclear of the results, outcomes, successes of the 200 educators and 3000 students utilizing the Edmodo Learning Management System.

It is unclear how focusing on providing 2750 wireless devices over the 4 years to the freshman is serving all students.

Therefore, OKCPS scored in the middle of the middle range.

(C)(2) Teaching and Leading (20 points)	20	14

(C)(2) Reviewer Comments:

Oklahoma City Public Schools (OKCPS) provided a description and background for the currently implemented organizational structure to ensure adequate training for all educators in the district.

OKCPS increased capacity through the development of the Office of Curriculum and Instruction with a Director of Professional Growth and Development; Professional Learning Community (PLC) teams at the school level; and intensive technology training by the ETS team.

The OKCPS District Strategic Plan supports the structure of professional learning and growth opportunities to support in the preparation of students for graduation and career readiness. Secondary teachers – job-embedded training and academy implementation. Elementary teachers – training on Core Knowledge and Great Expectations.

OKCPS plans are to:

- Conduct a one-week Academy for teachers during the summer break. The goal is to ensure understanding, common vocabulary, alignment of the initiatives, and allow teachers the flexibility to select which week of training to attend.
- Implement an online learning platform to support a job-embedded professional growth based on the educator's interest and need. The use of a social learning platform such as edmodo will support and connect teachers. Training will be provided for teachers, students and parents for the use of edmodo.
- OKCPS will host a bi-annual curriculum camp for teachers to collaborate with colleagues to develop projects, identify resources, and place on edmodo to store and share across the district.
- In order to increase access to mobile devices and digital content, all educators will be provided a laptop in a 4 year rollout plan.
- Academy teachers will receive additional 2 hours per month of training, face to face coaching and consultations, and online training. Teachers in the Academy will be Year 1, high school – Year 2, middle school – Year 3, elementary – Year 4.
- Teacher and Leader Evaluation is mandated by the State for SY 2014-15. OKCPS has been proactive to train and implement the iObservation one full year ahead the pilot year of 2012-13.
- To increase the number of highly effective teachers in the district and ensure every student receives a high-quality instruction, OKCPS is partnering with and has been in communication with the Commission for Teacher Preparation, universities and colleges, Urban Teacher Preparation Academy, and Teach for America.

Overall, OKCPS has demonstrated a comprehensive plan and organizational structure to ensure adequate training for all educators in the district to improve their instruction and increase their capacity to support student progress. OKCPS has implemented several factors to recognize individualization, encourage, and empower the teachers from a flexible summer training program, teaming to develop and share projects, the support of technology tools, to a teacher and leader evaluation system.

However, the evidence is unclear as to the level of success and feedback for the Teacher and Leader Evaluation which was stated to have been implemented by OKCPS in 2011-12.

It is unclear if the professional learning and growth opportunities and training offered by OKCPS is mandated for all teachers and principals or if it is simply an offering.

The evidence is unclear as to the intensity and frequency that educators, students, parents measure the student progress toward meeting college- and career-ready standards as well as graduation requirements.

Therefore, OKCPS scored in the high of the middle range.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	15

(D)(1) Reviewer Comments:

Oklahoma City Public Schools (OKCPS) provided a detailed description and history of the organizational structure as well as an explanation of the restructure through the OKCPS Strategic Plan leading to the current OKCPS central office structure consisting of Executive Directors as experts in the field leading the departments. Plans are to add a RTTT office staffed by a Director and supported by a department team.

OKCPS grants school level autonomy for staffing, scheduling and budgeting. The SIG schools are provided additional flexibility.

The OKCPS Board policy allows students to be promoted based on mastery as determined in a variety of methods – from

demonstrating mastery on tests to a project-based assessment.

OKCPS provided a description of 13 supplementary programs used to assist the 12.9% of students identified as IEP in reaching the State academic standards.

OKCPS provided a description of 9 interventions and procedures used to assist the 31% of students identified as ELL in reaching the State academic standards.

Overall, OKCPS has demonstrated the implementation of practices, policies, and rules through the restructuring of the central office; school level autonomy; policy to be promoted based on mastery; and supplementary programs, interventions and procedures to serve IEP and ELL students.

Therefore, OKCPS scored in the high of the high range.

(D)(2) LEA and school infrastructure (10 points)	10	5

(D)(2) Reviewer Comments:

Oklahoma City Public Schools (OKCPS) provided an explanation and background for the existing and future infrastructure of systems, tools, and support.

OKCPS provided a description of limited options that are available to parent s and students to access to student data and information. These include:

All classrooms have a computer and the teacher has access to Web 2.0 yet there is limited amount of interactive whiteboards or mobile boards, student responses systems, electronic readers, mobile devices available for students to access.

Some schools have a parent resource room where parents can come during school hours to use a computer, check the SmartWeb system for student grades, send/check emails to teachers, and seek resources to use with children at home, complete job applications, resumes, research higher education. Some schools offer evening classes or extended media center hours.

The OKC University ICC is open Monday-Saturday providing access to computer, internet, classes, assistance, and educational programs.

OKCPS explained that the current student information system, The Wave, collects student data daily.

The OK Department of Education (OSDE) has received grant funds and is developing a new interoperable data system to be available 2015 for data collections, student level data, and longitudinal records in real-time multiple sources of student data, information, and reports.

In the fall of 2013, OSDE is partnering with districts in a new Data Pipeline Project to provide student data for accountability and teacher tools to include school report cards and graduation rates; teacher and leader effectiveness; 3rd grade graduation; graduation requirements; warning systems; teacher and administrator dashboards.

By fall 2013, the accountability data will be available to teachers and administrators.

Overall, the OKCPS plan described a mixture of data systems either currently in operation, in the process of being implemented, in the pilot stage, or in the development stage. Portions of the data systems will be accessible by fall of 2013 and fully functional in 2015.

The OKCPS is partnering with the OSDE to develop and implement data systems however, until 2013 and 2015 there is a gap to accessing necessary student data to support students to achieve.

However, it is inclusive from the evidence presented of the OKCPS capacity to ensure that all students, parents, educators have equal access to necessary content, tools and other learning resources both in and out of the school environment.

It is unclear from the evidence presented how OKCPS is ensuring students and parents have appropriate levels of technical support. The proposal mentions that "many schools" have evening classes and/or extended media center hours. Yet, it is unclear of documenting data to demonstrate how many schools offer either evening classes and/or extended hours, the number of evening classes in order to determine if all parents and students have the appropriate levels of technical support or if it is offered to a limited audience.

It is inclusive from the evidence presented if parents have access and the capacity to export their student's data, test results, reports into an open data format in order to be informed and support their child to successfully prepare for graduation and

college/career.

Therefore, OKCPS scored in the low of the middle range.

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	12

(E)(1) Reviewer Comments:

Oklahoma City Public Schools (OKCPS) plan to use a similar process currently used by the SIG schools in OKCPS. It has proven to be an effective method to identify areas of need and implement early intervention strategies.

The Plan includes quarterly and end of the year data reviews and data reports to be performed October, January, March and April by the staff leadership team. The teams will analyze data then develop an action plan to target identified areas of need, support areas of strength, and ensure strategies in the proposal are being carried out as approved as well as suggest revisions for the following year. Leadership teams are responsible to publicly share the annual review results to school staff, parents, community, and district.

The district will develop a RTTTD PLC team to meet monthly, conduct quarterly and annual reviews, and compile district level reports to be presented to the BOE and a community meeting. OKCPS will post all schools and district quarterly and annual reports of the RTTTD webpage.

Overall, the OKCPS has a strong strategy at the school and district levels to implement a rigorous continuous quarterly and annual improvement process to monitor, measure, and public share the information.

However, it is unclear of a process for planning and setting goals beyond the term of the RTTTD grant.

Therefore, OKCPS scored in the low of the high range.

	Available	Score
(E)(2) Ongoing communication and engagement (5 points)	5	5

(E)(2) Reviewer Comments:

Oklahoma City Public Schools (OKCPS) plan to communicate with stakeholders by utilizing the RTTTD webpage with a blog-like feature regularly post reports, reviews, and survey results, distribute information and solicit feedback.

Overall, OKCPS has a strong plan of action for communication through the use of the RTTTD webpage and to encourage the engagement of stakeholders through participating on committees, annual community meetings, and provide feedback.

Therefore, OKCPS scored in the high of the high range.

	Available	Score
(E)(3) Performance measures (5 points)	5	2

(E)(3) Reviewer Comments:

Oklahoma City Public Schools (OKCPS) identified 9 performance measures and justified the lack of data for the 2 performance measures which were in the ALL categories - a. and b.

The OKCPS performance measures will track academic and non-cognitive indicators which include all grade levels served K-12, students, academics (reading, Algebra I, English II), FAFSA forms, college prep assessments (EXPLORE, PLAN, ACT, ACT WorkKeys), socio-emotional growth.

Performance measures included a rationale, explanation of how it will be measured, relation to plan, and that each will be reviewed as described in Section (E)(1) as well as by the annual external evaluation.

Overall, the OKCPS nine performance measures outlined rationale, relation to plan and how it will be reviewed.

However, OKCPS is missing two of the performance measures as required and defined in the notice – the 4-8 grades (a) - "...the number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based

on the applicant's on-track indicator..." and 9-12 grades (b) - "...the number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator..."

The OKCPS proposal does not provide the specific performance measures as required and defined in the notice.

Therefore, OKCPS scored in the low of the middle range.

	Available	Score
(E)(4) Evaluating effectiveness of investments (5 points)	5	2

(E)(4) Reviewer Comments:

Overall, the Oklahoma City Public Schools (OKCPS) outlines the evaluation criteria that the hired external evaluator will utilize to review progress of the implementation of the strategies and assess the progress toward performance measures.

However, it is inclusive from the information and evaluation chart provided how the external evaluator will evaluate the RTTTD office and 14+ RTTTD positions.

Therefore, OKCPS scored in the low of the middle range.

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	4

(F)(1) Reviewer Comments:

Oklahoma City Public Schools (OKCPS) provided a description and documentation of funds to be used in support of the proposal.

The explanation of the budget includes a chart indicating the resource of support, alignment with RTTTD and those that are ongoing support; project duration – those only for RTTTD and ongoing, source of sustainability, listing of possible funding to sustain; overall budget and summary indicating RTTTD funds and other funds; project-level budgets and summaries.

Overall, OKCPS has an extensive explanation and documents for the budget and project-budgets.

However, OKCPS is missing the Expand Academy Model at HS to MS and Elementary project-level budget and the summary is incomplete.

So therefore, the justification of the Overall Budget is inconclusive.

It is unclear how the OKCPS proposed plan will be sustained beyond the RTTTD funds when the main pieces – the RTTTD office and the PD – are not projected for sustainability nor any indication of seeking alternative funding sources.

It is inclusive how the OKCPS proposed strategies will ensure long-term sustainability of the proposed personalized learning environments.

Therefore, OKCPS scored in the low of the middle range.

	Available	Score
(F)(2) Sustainability of project goals (10 points)	10	2

(F)(2) Reviewer Comments:

Oklahoma City Public Schools (OKCPS) provided a brief description; chart identifying the project, duration, how it will be sustained, and possible additional funding sources excluding the RTTTD office and the PD 24/7 which are not indicated to be sustained.

However, the OKCPS timeline does indicate plans for particular items to continue for 6 months beyond the RTTTD grant.

Consequently, it is inclusive how the OKCPS proposed plan will be sustained beyond the use of the RTTTD funds.

Therefore, OKCPS scored in the high of the low range.

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	4

Competitive Preference Priority Reviewer Comments:

Oklahoma City Public Schools (OKCPS) provided a description and background for the partnership with the non-profit organization, Smart Start Central Oklahoma, to support parents of children birth to eight years old.

OKCPS and Smart Start Central Oklahoma have brought two programs, Smart Start in the Schools and Early Birds, to the elementary schools providing activities for parents and children, birth to school age.

In 2011-12, Smart Start in the Schools served 1,713 adults and 1,675 children in 54 OKCPS elementary schools.

In 2011-12, Early Birds served 1,341 adults and 1,344 children. Of those, 114 students entering K demonstrated an impact on the DIBELS over those children who did not enroll in Early Birds.

OKCPS and Smart Start identified 10 performance measures are for the partnership working with parents and their PreK and entering K children as well as children from Spanish speaking homes.

The performance measures will be tracked by the district and data will be utilized for reports and student level assessment information.

Overall, the OKCPS partnership with Smart Start Central Oklahoma to serve parents and PreK children has demonstrated potential.

However, from the evidence provided it is inclusive of how the 54 elementary schools integrate the services and foundation established by Smart Start.

It is inconclusive from the evidence presented of the plans to scale the model beyond the existing parents and children other than statements of "…OKCPS is working to move all PreK classes from half day to full day…" and "…Inasmuch Foundation donated funds to purchase materials and furniture to add 120 new PreK classrooms..." which did not include the partnership and proposed plan.

It is unclear of the proposed targeted population with special emphasis on students facing significant challenges.

Therefore, OKCPS scored in the low of the middle range.

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

Oklahoma City Public Schools (OKCPS) provided explanation and background for the existing OKCPS Strategic Plan which will be utilized to implement the proposed RTTTD plan.

From the evidence presented the proposed plan is focused more on building the capacity of the teachers and leaders through the development of the RTTTD office and supported by 14+ RTTTD positions.

It is inconclusive from the evidence in the proposed plan that there is a coherent and comprehensive plan to directly address and impact the outcome of accelerating student achievement, meeting academic needs, decrease achievement gaps, increase graduation rates, and preparation for college and careers.

Therefore, the OKCPS has met the Absolute Priority 1 to some degree.

Total	210	114

Optional Budget Supplement (Scored separately - 15 total points)

	Available	Score
Optional Budget Supplement (Scored separately - 15 total points)	15	5

Optional Budget Supplement Reviewer Comments:

Oklahoma City Public Schools (OKCPS) provided a description of the proposed project Circle of Support to personalize learning for English learners and improve teacher effectiveness.

OKCPS proposal of $1,935,500 over the 4 year period to implement a language and literacy software program providing 2,300 struggling ELL students with personalized reading content and instruction. Teachers will use software reports to personalize instruction. Parents in the home will receive progress reports in their home language, home materials, and accessibility to the program through the home internet.

However, it is unclear from the information provided as to which software program will be utilized for the proposed project.

It is unclear of the rationale to utilize the proposed plan to serve only 2,300 students when district reports 32% of students are ELL which is roughly only 20% of the ELL students in OKCPS.

It is unclear if the proposed project is targeted for specific schools or will be implemented district-wide.

It is unclear which specific grade levels will be targeted to implement the project.

It is unclear as to which teachers will receive the training…whether it is the regular education teachers, ELL teachers, and/or the computer lab managers.

It is unclear beyond the six months indicated in the timeline of OKCPS plans to sustain the proposed plan.

Therefore, OKCPS scored in the low of the middle range.

Optional Budget Supplement (Scored separately - 15 total points)	15	12

Optional Budget Supplement Reviewer Comments:

Oklahoma City Public Schools (OKCPS) provided a description for the proposed project of $1,935,073 over the 4 year period to utilize High School Graduation Coaches to ensure smooth transitions of middle school students into high school and high school students into post-secondary options or work.

The proposed project will hire 9 High School Graduation Coaches who will identify youth at-risk of dropping out due to academic and/or psycho-social barriers. The HS Graduation Coaches will connect students to intervention programs for the prevention of grade retention, course failure, and/or End of course Test (EOC) failure.

HS Graduation Coaches will collaborate with the feeder middle schools and utilize information and student data in assisting with the identification of students in need of services; work with students to develop individual graduation and achievement plans; organize graduation teams to support students; develop mentoring programs with local business partners; track student progress; conduct training with parents, MS and HS teachers; work with schools to adapt curriculum/instruction to meet the needs of the at-risk students; and meet quarterly to develop action steps to improve students' success rates.

Overall, the OKCPS proposed project of HS Graduation Coaches is a quality plan for an optional budget supplement in providing support for the at-risk students to become academically successful and achieve the goals of graduation and preparation for post-secondary and/or careers.

However, it is unclear as to the rationale of hiring 9 HS Graduation Coaches when OKCPS reports to have 11 high school campuses.

It is unclear as to the rationale of the number of students and which grade level or bands of students are anticipated to be served by the HS Graduation Coaches.

It is unclear from the information provided as to the statistics for OKCPS graduation rates, drop-out rates, rates of failing courses, rates of failing EOC exams, rates of students taking the ACT, and student scores on the ACT.

It is unclear on the budget sheet Table 4-1...Equipment, what is meant by "each coach wit" at $9,000.

It is unclear from the evidence provided

It is unclear which of the OKCPS schools will be involved and if OKCPS plans to partner with addition school districts.

Therefore, OKCPS scored in the low of the high range.

Race to the Top - District

Technical Review Form

Application #0453OK-2 for Oklahoma City Public Schools

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	4

(A)(1) Reviewer Comments:

The vision for the OKCPS addresses the four core educational assurance issues.

- The OKCPS will use State data systems that measure student growth and success and inform teachers and principals with data to improve instruction as well as district measures of progress. These measures will be made transparent through the use of technology, meetings and other venues.
- The OKCPS uses the Oklahoma Performance Index to determining progress toward meeting standards and will graduate prepared for success in college and/or their chosen career path. OKCPS will use Oklahoma's accountability A-F grading system with a growth goal of 85% or a B ranking by 2017 and a graduation rate of 90% or an A.
- The OKCPS has made a commitment to recruit, develop, reward, and retain effective teachers and principals. Many details regarding this core issue are still in the developing stage.
- The OKCPS has made a commitment for all regular education students to perform at or above their age related grade level.

In 2012, the Oklahoma City Public School System (OKCPS) began a process to develop a vision guided by community input. This resulted in the development of a strategic plan with four main strategic initiatives with action steps. This grant will use this work to guide and to expand the vision created by school district and community input. The plan addresses all four areas; however, some are still in the development stage and others are not fully detailed. The plan submitted does not articulate a credible approach on how these goals will result in accelerate learning for students in a personalized learning environment. The plan is rated in the low mid range.

(A)(2) Applicant's approach to implementation (10 points)	10	4

(A)(2) Reviewer Comments:

The OKCPS approach to implementation is based on it;s strategic plan.

- High Schools currently implementing academies will be selected first, then other district high schools, feeder middle schools, and then all schools, They report that all schools will be served in year one of the grant. There is no process for selection given other than all schools will be served. A list of schools is included. OKCPS reports all of the schools to be high -poverty and high-minority.
- The names of schools are included with numbers of participating educators, students, and high need and low income students.
- The vision for all students includes general strategies for participating educators and students by grade span.

The applicant has not included sufficient detail on how the strategic plan to demonstrate how it will support high quality implementation. All schools are to be served with no priority given to to particular schools. Insufficient detail was provided to support that all schools will receive adequate services. It is not clear how the applicant will be able to support all schools and all students. The applicant provided the data required but did not address the approach to implementation and is rated in the low mid range.

(A)(3) LEA-wide reform & change (10 points)	10	4

(A)(3) Reviewer Comments:

OKCPS includes a plan for how reform will be scaled up to support district wide change.

- The district will build on the strategic plan starting with high schools with academies. Next it will include all high schools, feeder schools, and then elementary schools.
- Annual Measurable Objectives (AMOs) will be determined for all students and 10 subgroups of students Each group will then meet these AMOs in math, reading, and graduation/attendance.
- Specific goals and achievement gap goals will be determined as data is available.

The OKCPS has stated that it will serve all schools and that current initiatives will be built upon and extended to other schools and grade levels. The plan does not say how or when this will occur. Data is not currently available and specific goals cannot be determined until this data becomes available. This makes it difficult to determine how the plan will improve student learning and for this reason it is ranked in the low mid range.

(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	6

(A)(4) Reviewer Comments:

The OKCPS has set improvement rates for all students and by subgroups.

- The percentage of students scoring at the satisfactory/proficient or advanced level of the State Oklahoma Core Curriculum Test have been used to determine goals for all students by subgroups. Baseline data for AMOs or proficiency rates of subgroups using the new accounting system will be determined when the data becomes available.
- Goals for decreasing achievement gaps is included in the goals.
- District wide data provided from 2008-09 to 2011-12 shows some growth in academic achievement but the majority has decreased or stayed the same for all students and by subgroups.
- The ESEA Flexibility Waver created new Annual Measurable Objectives for measuring subgroup proficiency.
- Graduation rates for 2011-12 show some gaps by subgroup; however, some subgroups' rates are greater than the overall graduation rate.
- College enrollment data includes only state college enrollment. Private colleges and out of state enrollment data is not part of the system making is more difficult to report enrollment rates fully.

The OKCPS has provided expected achievement rates based on growth goals as shown on growth index scores that will be reflected on the Oklahoma A-F report card for schools for all students and for subgroups . These goals are ambitious.and are based on the AMOs identified in the ESEA Flexibility waiver. The OKCPS has set an overall goal for growth of at least 85% or a B on the new A-F grading system and to meet the AMOs for subgroups. The district has not shown significant academic growth or provided sufficient details to show how this growth will be achieved. This places this section in the mid range.

B. Prior Record of Success and Conditions for Reform (45 total points)

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	6

(B)(1) Reviewer Comments:

The OKCPS has shown some record of success in the past four years in advancing student learning and achievement and increasing equity in learning and teaching.

- The OKCPS has received 7 School Improvement Grants to provide support schools identified as amount the lowest performing 5% of schools in the state. Moon Academy Elementary students showed an increase in the number of students at the advanced level in 3rd and 5th grade math and a decrease in the number of students scoring in the unsatisfactory level in 4th and 6th grade reading.
- Data has not been provided to document a decrease in achievement gaps by subgroups.
- Similar results were demonstrated at the Douglas Middle School and OK Centennial Middle/High School.
- A Turnaround Model was used at the US Grant High School where greater increases in student achievement were seen.
- These scores were for all students and not broken out by subgroups.
- District wide achievement of the four year period was even or showed a decrease in most subjects and grade levels.
- The OKCPS uses the SmartWeb system to provide timely access to data. The district offers classes on the use of this system to parents and makes computer access available at the schools.

OKCPS has provided a record of some success in the past four year and is limited to schools in need of improvement and not to district wide success. Progress on four of the seven schools with School Improvement Grants documents s progress in the number of student achievement at these schools demonstrating that the district has demonstrated past success in achieving ambitious and significant reforms in lowest-achieving schools.. One school implemented a Turnaround Model with a record of success. More data is needed to demonstrate that the district's plan will improve student performance. The use of technology (SmartWeb) to manage and access data should be helpful in providing data to students, educators, and parents so that this data can be used to improve participation, instruction and services.   There is insufficient data available to provide evidence of a track record in raising graduation rates and college enrollment rates. Data provided places this section in the mid range.

	Available	Score
(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	5

(B)(2) Reviewer Comments:

OKCPS has created a high level of transparency in LEA processes, practices, and investments, including by making public, by school, actual school-level expenditures for regular K-12 instruction, instructional support, pupil support, and school administration.

- OKCPS has a website that provides state, district, and school financial reports.
- The district uses the U.S. Census Bureau's classification used in the F-33 survey documents all four categories outlined in this section.
- Personnel salaries at the school level for instructional staff and non-personnel expenditures are reported as part of the federal F-33 survey and covers all four categories outlined in this section.

A high level of transparence has been made available through the reporting of salaries at the district and school level for instruction an non-personnel expenditures. This information is reported on the U. S. Census Bureau's F-33 survey and through the OKCPS website. This section is rated in the high ranking.

	Available	Score
(B)(3) State context for implementation (10 points)	10	10

(B)(3) Reviewer Comments:

The OKCPS has described successful conditions and sufficient autonomy under State legal, statutory, and regulatory requirements to implement the personalized learning environments described in the proposal.

- Oklahoma requires a minimum number of Carnegie units for graduation and has provisions for promotion based on mastery.
- Waiver provisions are available for number of days/hours attended .
- OKCPS offers alternate delivery services for students who require it.
- Coursework is available on line for students who request it.
- The OKCPS has the support of educational and community members as evidenced by letters of support for the grant.

The OKCPS has provided sufficient data to demonstrate autonomy based on federal and state statutes to implement a personalized learning environment to rank this section in the high category.

(B)(4) Stakeholder engagement and support (10 points)	10	5

(B)(4) Reviewer Comments:

The OKCPS has provided evidence that stakeholder support in the development of the proposal was solicited.

- Race to the Top District committee was formed with district and school staff who met weekly. A consulting committee included representatives of elementary education, turnaround office, finance, federal programs and other pertinent stakeholders.
- A webpage was developed to provide information and to solicit feedback through questions posted.
- AlertNow, an auto-dial phone system, was used,
- Strong letters of support from key stakeholders were provided by the former mayor, other town officials , The University of Oklahoma K20 Center for Educational and Community Renewal, University of Oklahoma Department of Education, Oklahoma State School Boards Association, YMCA, Boys and Girls Club,Urban Teacher Prep were included as part of the application.
- Teachers were included in AlertNow and RTTTD website comment review.
- A phone survey was distributed to all parents and staff tat provided a brief explanation of the purpose of the call and solicited answers to prioritize the addition of more technology for the classrooms,provide more work based learning opportunities for high school students or to provide more project based learning in the elementary/middle schools. This was available in English and Spanish. Results were fairy evenly distributed among the choices.

The OKCPS formed a RTTTD Committee that met weekly. A consulting committee with broader stakeholder representation provided information to the RTTTD Committee. In addition a partnership between the OKCPS Board of Education and the City Council of Oklahoma city formed the Joint Education Task Force to promote community interaction. There is no mention of collective bargaining representation or a % of teachers who support the plan. The outreach to parents and staff did not appear to be significantly meaningful to the development of the grant. There appears to be support from Oklahoma City, higher education institutions, and some student service agencies. Strategies to solicit teachers, students and parent input was weak or missing placing this section in the low mid range.

(B)(5) Analysis of needs and gaps (5 points)	5	3

(B)(5) Reviewer Comments:

OKCPS has provided findings from an analysis of its current status in implementing personalized learning environments.

- Current personalized learning opportunities include 6 career themed academies that offer a personalized learning environment with courses geared to a career theme. A final component of this concept includes a partnership with local community members and business to provide work-related learning experience.
- Students may enroll in a Virtual Institute and complete coursework at home with assistance from a parent or certified course teacher.
- Students can participate in the GearUp for the Promise Program.
- OKCPS has identified a list of needs to expand services to those students whose needs are not currently met.
- These initiatives include a rationale for selection, goals, outcomes and some timelines and person identified for implementation.

The OKCPS recognizes that current personalized learning opportunities need to be expanded and enhanced. A

description of current opportunities is detailed. Review of these opportunities showed a gap in services for grades 4-6. The OKCPS plans to expand on current services with an online performance management system to organize and increase access to student level data . Detail in this section contain some but not all elements of a high-quality plan which would rank this section in the high medium range.

C. Preparing Students for College and Careers (40 total points)

	Available	Score
(C)(1) Learning (20 points)	20	10

(C)(1) Reviewer Comments:

The OKCPS has a plan for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college- and career-ready.

- The district will create and office with staff oversee and manage the grant implementation.and to coordinate partnership business and university partnerships.
- A district office will be created to support implementation of the academies at the middle school level along with staff to train and coach staff.
- The performance management system, ConnectEDU, used at the high school will be expanded to the middle and elementary schools. This tool provides a comprehensive suite of tools to improve learner preparedness for postsecondary education and careers.
- Expand support and preparation for academies at the middle school level to expose students to career themed courses, engage in authentic learning experiences and to build skills needed for these careers.
- Develop integrated curriculum units for work based learning activities aligned to curriculum to prepare students for college and career choices.
- Implement a personalized learning platform by Increasing access to the "Always on" technology system. Purchase a wireless device for each freshman cohort starting in year one.
- Make technology available to more students by purchasing a wireless device for each freshmen cohort starting in year one of implementation.
- A management system, Edmondo, will assist teachers and students in personalized learning through use of data to create student groups, develop interest inventories, develop and store projects to supplement student learning ,provide students access programs from many locations, and to for teachers to match resources to student needs.

The OKCPS has provided a series of ways personalized learning will be implemented. They have provided a general description of the programs will be used to manage and report data to parents and students.. OKCPS acknowledges that increase to technology and digital content for all stakeholders is needed. While a Core Academic Integrated Coach will be provided to develop and integrate instruction and identify activities there is so training described for on the "Always on" or "Edmondo" systems and these programs are key components in making information on student work and progress transparent. The strategies. The RTTTD grant will create an office to provide management, provide training and guidance to sites, students, and parents, and a data analyst. The personalized learning will be provided through a number of programs with an office staffed to manage and support the initiatives. Specific mechanisms to to provide training to students to ensure they understand how to use the tools and resources provided for them to track and manage learning are listed and provide a rationale for choosing or expanding upon these programs. The training opportunities are not specific other than the addition of a Innovative Programs Coordinator. There is not adequate detail to show how sections a and b will be implemented. There are significant programs, management tools, and measures available for enhancing and tracking progress but little mention on how training for all stakeholders will occur placing this section in the mid range.

	Available	Score
(C)(2) Teaching and Leading (20 points)	20	14

(C)(2) Reviewer Comments:

OKCPS has addressed improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college- and career-ready.

- The district will expand on a curriculum plan developed in 2011-12 that will develop specific strategies for RTTTD.
- Personal Learning Communities training has been made available at all schools. Schedules have been developed to allow collaborative planning times. Professional development on PLCs is available.
- The Educational Technology Services provide technical support to all schools and laptops will be provided to teachers. Edmondo allows teacher to organize data.
- The Teacher and Leader Evaluation will be implemented in 2014 so that student growth will be part of the evaluation.
- OKCPS is in communication with the Oklahoma Commission for Teacher Preparation to assist in changing requirements for teacher preparation.
- The district has made efforts to increase the number of highly qualified teachers but provides no data to demonstrate the status of these staff or the need to provide more.
- Initiatives with the Urban Teacher Preparation Academy and University of Central Oklahoma have been created to increase the effectiveness of teachers in urban schools and for OKCPS teachers and administrators to serve as mentors at these institutions.
- Tools and strategies to frequently measure student progress toward meeting college- and career-ready standards or college- and career-ready graduation requirements) and use data to inform both the acceleration of student progress and the improvement were included in section C1. These tools and strategies included how feedback would be provided and to whom.
- The principal and teacher evaluation system will be implemented in the 2014-15 school year. The overall evaluation of educators will consist of 50% qualitative components, 35% student growth, and 15% other academic measures.
- Marzano Casual Teacher Evaluation Model and the use of iObservation for evaluation will be implemented ahead of the state's proposed pilot year.

The OKCPS has structures in place to implement personalized learning   Training is available and time to schedule planning is part of the school day. OKCPS has chosen the Marzano School Leadership Model and Marzano Casual Teacher Evaluation for the district   An online learning platform will encourage and support on the job professional growth. Hardware will be purchased to allow the organization and sharing of student educational and readiness progress. There is no mention of how hard-to-staff schools and subjects; however, partnerships with institutions of higher learning and Teach for America have been formed. A high quality plan for implementation of project goals is detailed in a chart by goal area, activity, office responsible and timelines for implementation. Organization of this data makes it cumbersome to locate components the components of this section. There appears to be a plan to increase the number of students who receive instruction from highly effective teachers and principals; however, there is no indication of the need for the number needed or how the initiatives link to this need. The applicant has addressed components of this section but has not provided detail on how they are linked to one comprehensive plan. This places the section in the high mid range.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	10

(D)(1) Reviewer Comments:

The OKCPS has developed a plan for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college- and career-ready.

- Two years ago the district was reorganized to provide experts in the field to lead departments rather than in the central office
- This reorganization also provided schools with more autonomy in areas of staffing, scheduling, and budgeting.
- Students are given two opportunities to demonstrate proficiencies and can take a test again during the following testing period.
- Mastery of the State curriculum standards can be demonstrated on multiple tests or through end of course projects. Alternative assessments that are appropriate are available. Students who qualify for special education or Language and cultural services have multiple programs available to them.
- A proficiency based promotion policy includes a provision for students to take proficiency assessments in core subject areas and those demonstrating proficiency will be given credit for learning and the opportunity to

advance to the next level of study in the appropriate curriculum area.

The OKCPS provides opportunities for students to graduate college and career ready by providing leadership support, school autonomy in some areas, multiple approaches to mastery, alternate tests and more than one testing date available. The applicant includes the availability of these resources how they are available where and when they are needed. Other ways to demonstrate proficiency are included in a district policy for proficiency based promotion. The applicant has demonstrated that practices, policies, and rules that facilitate personalized learning have been established. There was no discussion of opportunity to progress and earn credit other than through proficiency that is available twice a year. A comprehensive list of services is available to students through the Special education Program and the Office of Language and Cultural Services.The reorganization has provided more decision making and expertise at the school level. The applicant Has provided practices, policies, and rules that facilitate personalized learning to rate this section in the mid range.

(D)(2) LEA and school infrastructure (10 points)	10	6

(D)(2) Reviewer Comments:

OKCPS has a plan to support project implementation through comprehensive policies and infrastructure that provide every student, educator and level of the education system with the support and resources they need, when and where they are needed.

- OKCPS recognizes that computer access may be an issue for parents. Schools have parent resource rooms where they can use computers during the day for a variety of purposes. Evening classes are available to learn about the use of software. Other community resources are available.
- OKCPS relies on the Oklahoma student information system, The Wave. An expanded version will be available in 2015 and will include a longitudinal student data system. Other components of new data system will increase transparence and access to data at the state, district, classroom, and home levels.

OKCPS does not include data to demonstrate that computer access and classes are available at most schools. Classrooms are provided with "a computer" and many have whiteboards. With such an emphasis on using technology to track and to organize data, it would be important to know what access is available and a specific plan for how it will be made available to all stakeholders. The expanded version of the Wave will include ways to provide access to students and parents. The OKCPS has plans to expand data collection and the ability to share this data across all stakeholders. Currently, not all students, parents, educators, and other stakeholders have accesses to the necessary resources and technical support needed. There is quite a lot of infrastructure that needs to be build and training will have to occur to ensure that this support will meet the requirements of RTTTD. Current implementation, planned state expansions, and components of the grant would allow the district to implement the components of the plan and rates this section in the high mid range.

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	8

(E)(1) Reviewer Comments:

The OKCPS has a plan for implementing a continuous improvement process.

- OKCPS will use its experience with their 7 School Improvement Grants to develop a rigorous continuous improvement process.
- Quarterly reports will report progress and be used to determine the plans strengths and weaknesses. Action plans will be evaluated and distributed based on this data. Reports will be made available at meetings and on the website.
- Stakeholders will be involved in decision making at annual community meetings.
- Performance measures have been developed for each goal and grade span. Baseline data is not available for each goal, including highly qualified teachers.
- A timeline has been developed and an outside contractor will be hired to assure effective implementation.
- Performance measures are described in score ranges of low medium and high for all students

The continuous improvement will review goals, topic area, data source, evaluation instruments/evaluator, and timeline.

It is a general overview of how this will be done by an external evaluator. OKCPS has provided multiple ways to distribute information and some ways to solicit feedback. The outside evaluation has included a plan to evaluate how investments in professional development, technology and staff will be measured and shared and should allow for timely and regular feedback. Most areas have been addressed; however, making data available at meetings and through annual reports does not provide a rigorous method for stakeholders to be involved. The score is in the mid range.

(E)(2) Ongoing communication and engagement (5 points)	5	3

(E)(2) Reviewer Comments:

The OKCPS has developed strategies for ongoing communication and engagement with internal and external stakeholders

- Quarterly data review and data reports will be developed using the current School Improvement Grant format.
- An end of the year report will be developed with successes, progress, and challenges defined for leadership to share with OKCPS staff, parents and other stakeholders.
- All reports will be posted along with survey results on the RTTTD webpage.
- A presentation will be made for the Board of Education.

The applicant has determined multiple ways to share data with internal and external stakeholders   The methods to engage stakeholders is included in the external evaluation continuous improvement tool.   Data should be available to provide adequate feedback to all stakeholders. Methods to engage parent and student feedback are through surveys and parent involvement participation which are usually hard to gather especially for students in the upper grades. This section is comprehensive and strategies for ongoing community and engagement are likely provide feedback placing this section in the high mid range.

(E)(3) Performance measures (5 points)	5	3

(E)(3) Reviewer Comments:

The OKCPS has developed performance measures, overall and by subgroup, with annual targets for required and applicant-proposed performance measures in most areas..

- OKCPS has determined performance measures for all grade spans for academic assessment and for a no-academic student inventory .
- Reading targets for grades K-3 are posted for all students and are based on the State of Oklahoma statutory requirements. Non-academic readiness measures are not yet determined.
- Performance measures for grades 4-8 are based on the Explore assessment for all students and are not broken out by subgroups. This measure is chosen because this is an indicator to predict ACT and college/career readiness. The non-academic measure of student readiness is based on numbers of students by low/high/medium measures for all students and is not broken out by subgroups.
- Performance measures for grades 9-12 are provided for all students and not broken out by subgroups. The number of students completing and submitting the Free Application for Federal Student Aid will increase yearly and progress will be kept by school councilors. PLAN and ACT are indicators of college and career readiness.
- the number of teachers of record or principals who are designated to increase each year although no specific determinations have been provided.to be although n
- A description of the growth measure and growth index was provided in section A of the proposal and has been defined by the Oklahoma Department of Education and approved for an ESEA waiver. It is difficult to determine what these tests represent, why they were chosen or how they will provide rigorous, timely, and informative information.
- The explanation of the growth index in section A is more useful in determining success and have been approved for state and federal reporting.

 Performance measures have been address; however, not all measures have been determined or broken out by subgroups so determination that they are achievable cannot be made until they have been developed. Rationales for selection have been provided. Student performance will be measured on the growth index outlined in section A and has been approved by the Oklahoma Department Education and through an ESEA waiver. These required performance measures are ambitious. Sufficient detail has been provided to think that performance will be measured and used to continuously review the plan; however, not all components are included rating this section in the mid range.

(E)(4) Evaluating effectiveness of investments (5 points)	5	3

(E)(4) Reviewer Comments:

OKCPS plans to evaluate the effectiveness of Race to the Top – District funded activities, such as professional development and activities that employ technology, and to more productively use time, staff, money, or other resources in order to improve results.

- The OKCPS has developed a plan for an external evaluator to evaluate RTTTD goals, topic areas, data sources,evaluator instruments/tasks and timelines.
- OKCPS RTTTD management staff will meet on a regular basis to analyze progress toward implementation and student progress. This progress will be used to determine staff development progress and changes needed.
- Evaluations will include academic achievement, program requirements, and federal compliance.

The evaluation plan comprehensive and includes parent involvement and engagement, technology implementation, and other components required by the program. The plans to evaluate most components of the grant are strong and are detailed by goal, topic areas, data source, evaluation instrument/evaluator tasks and timeline ranking this section in the mid range.

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	6

(F)(1) Reviewer Comments:

The OKCPS includes budget narrative and tables for the following areas.

- A table details what general funds, federal funds, foundation grants, business partnership and individual grant funds will support RTTTD.
- One time investment costs have not been defined.
- Costs for staff, professional development, and materials as specified are in line with reasonable costs for such expenditures.
- General fund and federal funds to support the budget have been included.
- The budget narrative does not include strategies that will ensure long-term sustainability and no budget beyond the grant period is included..

 Throughout the grant OKCPS has stated that the RTTTD activities are part of an on-going strategic plan. They have included local, state, and federal funds in their report and will continue to use these funds and the existing infrastructure created by this grant to sustain the programming. The budget provides detail on how these funds will be used to meet the goals of establishing an RTTTD office, expanding the academy concept used in the high schools to the middle and elementary schools, implementing a personalized learning platform, and to increase access to technology. Costs support the implementation of the applicant's proposal appear to be reasonable and sufficient to support these activities. Long-term sustainability is not addressed directly other than the grant is part of an on-going district reform. The applicant provides rationale for the investment and priorities of the funds. The budget provides a description of each expenditure and includes a cost broken out by time and number of participants,and estimated costs for expenditures and is rated in the mid range.

(F)(2) Sustainability of project goals (10 points)	10	6

(F)(2) Reviewer Comments:

The OKCPS has a plan for sustaining the project's goals beyond the term of the grant.

- Technology infrastructure will be in place . General, federal, and business funds will be used to continue training.
- The plan provides strategies to build capacity within the district.
- The RTTTD planing is an extension of the district's strategic plan and will be wrapped into the budget process.

The RTTTD activities are an extension of the current strategic plan and the district states that it is committed to sustaining the RTTTD goals through other available funding sources. It is not clear how existing infrastructure will be maintained or how new staff will be trained as they enter the system. No budget is provided for years following the fourth year of the grant. This places this section in the low mid range.

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	**10**	**6**

Competitive Preference Priority Reviewer Comments:

- This project will provide a partnership among Smart Start Central Oklahoma, Metropolitan Library System and the OKCPS as a collaborative family engagement initiative to promote school readiness activities to parents and caregivers.
- Smart Start Central OK serves as an umbrella for Early Childhood initiatives to coordinate resources and partners to serve children birth to eight years old in entering school ready to learn.
- Early Birds classes are designed for parents to provide training in activities that promote school readiness, purposeful parenting techniques, and health and safe, including on-site childcare so parents can fully participate.
- Free materials, books and toys are provided with to use at home.
- Benchmarks for participation and student progress are included.
- Data from the program is evaluated yearly through follow up meetings and used to identify professional development needs and to revise class content.
- Ten benchmarks 10 population-level desired results for students have been determined along with how the performance measures will be tracked. Goals are based on student's entering school with the skills needed to be successful.
- There is no indication of how the project will expand. There is a desire to move all pre-kindergarten classes from half a day to full day.
- Data to show the impact of services is based on DIES and does have an explanation of what the indicators mean.

There is an indication that the program has been successful but data is not presented to support the claim. It appears that partnerships are in place and that there are other partnerships that support the Smart Start Central Oklahoma but there is no mention of how these partnerships are important or on how they will enhance the project.. The project is in line with the readiness goals selected as part of the evaluation plan. The number of students/adults who will be served is included.but no indication of how or where services will be provided. There is also no indication on how families/students will be selected for service. There is no description of how this program will provide services to high need students such as English Language Learners other than to say that the program will be available in Spanish. It is stronger on how families will engaged in their students' learning . There is nothing to indicate that the partnership is coherent or sustainable other than a statement of past success. The section is rated in the mid range.

Absolute Priority 1

	Available	Score
Absolute Priority 1	**Met/Not Met**	**Met**

Absolute Priority 1 Reviewer Comments:

The OKCPS addressed how the RTTTD will be used to enhance the district's strategic plan to provide personalized

learning plans to students throughout the district. Strategies and tools are described to improve achievement and for students to be college and career ready. Management structures will be created to oversee the implementation of personalized learning through staff development, evaluation, technology expansion, and stakeholder input. Structure to support this work will be made available during the grant period. Teacher/principal effectiveness evaluation is not fully developed but plans for implementation are being finalized.   Compensation for highly effective teachers was not addressed; however, several methods to increase the number of highly qualified teachers were included. The applicant states that it will accelerate student achievement and deepen student learning by meeting the academic needs of each student and increase the rates at which students graduate from high school prepared for college and careers. Overall, the plan met the requirements of Absolute Priority 1.

Total	210	122

Optional Budget Supplement (Scored separately - 15 total points)

	Available	Score
Optional Budget Supplement (Scored separately - 15 total points)	15	10

Optional Budget Supplement Reviewer Comments:

An optional budget is requested to fund a graduation coaches to identify students in need of additional support and to work with them to achieve academic success.

The minimum qualifications for these coaches includes experience in working with secondary at-risk students, strategies for reducing at-risk behavior, communication skills, and knowledge of social services available to support students as well as knowledge of alternative education opportunities.

Duties and responsibility focus on work to improve graduation rates for all population through analysis of student data/analysis, development of a mentoring project, providing training to faculty and administrators to support such students, and other strategies to support student success.

Funds would be used to provide nine 10 month employees per grant year, travel to observe and learn from other graduation coaches, supplies, and equipment. The costs detailed are in line with expenditures for such positions.

The rationale for these coaches is provided and based on research. Activities are aligned with strategies of the grant goals .

Since no specifics are provided on how students will be identified or selected for services or the anticipated number of students to be served so the extent they will contribute to the continuous improvement of personalized learning experiences is difficult to determine. The strategies are based on assisting at risk students and to provide training to other teachers on the components of effective teachers as advisors. The concept of providing coaches to is designed to prevent students from becoming disengaged from school and dropping out and is rated in the mid range.

Optional Budget Supplement (Scored separately - 15 total points)	15	10

Optional Budget Supplement Reviewer Comments:

The OKCPS proposes to provide the Circle of Support Project to personalize learning for English learners and improve teacher effectiveness.

- 32% of students in the district are identified as English Language Learners.
- Parents often do no have sufficient English to communicate with the school or to access pertinent information.
- The project would provide software to enhance personalized instruction, assessment, feedback and reports available in multiple languages.
- The software will provide support for the home through language specific reports, materials to extend learning at home, and through internet access. Training on how to use the program will be provided.

- The students use this program at school and at home.
- An implementation timetable is provided through June 2017.
- Results can be used to inform teachers/tutors on student needs, facilitate parent/teacher conferences.
- The vendor will meet twice a year with principals to review implementation, provide suggestions and to answer questions.
- Personalized learning will be determined through a prescriptive pretest and software will be used to track student progress.
- Data will be used for teachers to assess needs of English Language, inform classroom instruction, provide additional assignments designed to accelerate learning, address parent/teacher conferences, and personalize instruction across standardized benchmarks to improve results over time.
- Details on how the district will meet the requirements of section 3 through 5 are not provided.only in

The OKCPS will use this program to enhance learning opportunities for English Language Learners and their families. It provides extra instruction for these at-risk students but does not indicate when students will receive the services.. Results can be used to enhance instruction for students and provide better communication at home. There are no specific performance measures proposed other than meetings with the vendor to review program implementation. The program will be provided to 2,300 struggling English Language Learners but no detail on how students will be selected or where the program would be delivered was included. Will this be district wide or focused on particular schools? The program is designed to meet he needs of high need students in an area that has not shown a significant increase in the previous four year; however, specific performance measures have not been identified although plans to review the implementation and provides suggestions/answers in planed twice a year with the principals as a group. No method to track student success or communication with parents in included. How this program will meet the needs of the English Languagers is not fully detailed and is rated in the mid range.

Race to the Top - District

Technical Review Form

Application #0453OK-3 for Oklahoma City Public Schools

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	7

(A)(1) Reviewer Comments:

The applicant has set forth a reform vision that builds on its work in four core educational assurance areas and articulates a somewhat clear and credible approach to the goals of accelerating student achievement, deepening student learning, and increasing equity through personalized student support grounded in common and individual tasks that are based on student academic interests. Seven points are assigned for this element.

(A)(2) Applicant's approach to implementation (10 points)	10	10

(A)(2) Reviewer Comments:

The applicant proffers an approach to implementing its reform proposal for LEA-level and school-level implementation including—

(a) A description of the process that the applicant will use to select schools to participate. The process that ensures that the participating schools collectively meet the competition's eligibility requirements;

(b) A list of the schools that will participate in grant activities; and

(c) The total number of participating students, participating students from low-income families, participating students who are high-need students, and participating educators.

This section is awarded the full 10 points.

(A)(3) LEA-wide reform & change (10 points)	10	8

(A)(3) Reviewer Comments:

The application includes a limited plan describing how the reform proposal will be scaled up and translated into meaningful reform to support district-wide change. Some information is in the application to explain how the applicant proposes to reach its outcome goals, for example, a logic model outlines how its plan will improve student learning outcomes for all students in the district. This element earns 8 points.

(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	8

(A)(4) Reviewer Comments:

The applicant offerers a vision for improved student learning and performance and increased equity, demonstrated by ambitious annual goals that are equal to or exceed State ESEA targets for the LEA(s), overall and by student subgroups in the following areas:

> (a) Performance on summative assessments (proficiency status and growth).

> (b) Decreasing achievement gaps.

> (c) Graduation rates.

> (d) College enrollment rates.

Eight points are earned for this section.

B. Prior Record of Success and Conditions for Reform (45 total points)

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	15

(B)(1) Reviewer Comments:

The district exhibits a record of improvement over the past four years in advancing student learning and achievement. The applicant presents descriptions, charts and graphs, raw student data, and other evidence that demonstrates the applicant has:

> (a) Improved student learning outcomes and closed achievement gaps including by raising student achievement, high school graduation rates, and college enrollment rates;

> (b) Achieved ambitious and significant reforms in its persistently lowest-achieving schools and in its low-performing schools; and

> (c) Made student performance data available to students, educators, and parents in ways that inform and improve participation, instruction, and services.

The applicant is awarded 15 points for this element.

(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	3

(B)(2) Reviewer Comments:

The district provides summary data for this section and 3 points are assigned here.

(B)(3) State context for implementation (10 points)	10	10

(B)(3) Reviewer Comments:

The applicant has sufficient autonomy under State legal, statutory, and regulatory requirements to implement the personalized learning environments described in the applicant's proposal. 10 points are earned for this element.

(B)(4) Stakeholder engagement and support (10 points)	10	6

(B)(4) Reviewer Comments:

The applicant provides limited information about how students, families, teachers, and principals in participating schools were engaged in the development of the proposal. The president of the local teachers' union signed off on the application. Letters of support were included from 11 individuals or organizations. This section is awarded six points.

(B)(5) Analysis of needs and gaps (5 points)	5	3

(B)(5) Reviewer Comments:

The applicant does not include in this section a high-quality plan for an analysis of the applicant's current status in implementing personalized learning environments and the logic behind the reform proposal contained within the applicant's proposal, including identified needs and gaps that the plan will address. A report of existing programs is provided. Three points are assigned.

C. Preparing Students for College and Careers (40 total points)

	Available	Score
(C)(1) Learning (20 points)	20	12

(C)(1) Reviewer Comments:

This section of the application lacks sufficient detail to determine the extent to which all the proposed goals will improve learning and teaching or how parents, educators and all students are engaged with the plan. The strategies articulated in the application do not present a strong case for how personalized learning for all students and high needs students will be achieved. Some strategies offered seem promising with regard to preparing students for college and career readiness. Fifteen points are assigned for this section.

(C)(2) Teaching and Leading (20 points)	20	15

(C)(2) Reviewer Comments:

The plan includes information about Professional Learning Communities, staff development strategies, and teacher evaluation systems. Some information is provided about approaches to implementing instructional strategies for all participating students that enable participating students to pursue a course of study aligned to college- and career-ready standards and college- and career-ready graduation requirements. Opportunities for students to accelerate his or her learning through support of his or her needs are also included. The quality of the plan is adequate based on the extent to which the applicant proposes an approach that includes:

(a) Support the implementation of personalized learning environments and strategies that meet each student's academic needs and help ensure all students can graduate on time and college- and career-ready;

> (ii) Adapt content and instruction, providing opportunities for students to engage in common and individual tasks, in response to their academic needs, academic interests, and optimal learning approaches, for example, project-based learning and online learning;

> (iii) Measure student progress toward meeting college- and career-ready standards; and

> (iv) Improve teachers' and principals' practice and effectiveness by using Marzano School Leadership Model and Marzano Causal Teacher Evaluation Model, which will provide feedback.

(b) It is proposed that all participating educators have access to, and know how to use, tools, data, and resources to accelerate student progress toward meeting college- and career-ready graduation requirements.

(c) All participating school leaders and school leadership teams are planned to have training, policies, tools, data, and resources that enable them to structure learning environments that meet individual student academic needs and accelerates student progress through common and individual tasks toward meeting college- and career-ready standards. The training, policies, tools, data, and resources must include:

> (i) Information, from such sources as the district's teacher evaluation system that helps school leaders and school leadership teams assess, and take steps to improve, individual and collective educator effectiveness and school culture and climate, for the purpose of continuous school improvement; and

(ii) Training, systems, and practices to continuously improve school progress toward the goals of increasing student performance and closing achievement gaps.

(d) The applicant has a minimal plan for increasing the number of students who receive instruction from effective and highly effective teachers and principals, including in hard-to-staff schools, subjects, such as, mathematics and science, and specialty areas, such as, special education.

This section is awarded 15 points.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	15

(D)(1) Reviewer Comments:

The the applicant has a plan to support project implementation through comprehensive policies and infrastructure that provide every student, educator, and level of the education system (classroom, school, and LEA) with the support and resources they need, when and where they are needed.

The applicant has practices, policies, and rules that facilitate personalized learning by—

(a) Organizing the LEA central office to provide support and services to all participating schools;

(b) Providing school leadership teams in participating schools with sufficient flexibility and autonomy over factors such as school schedules and calendars, school personnel decisions and staffing models, roles and responsibilities for educators and noneducators, and school-level budgets;

(c) Giving students the opportunity to progress and earn credit based on demonstrated mastery, not the amount of time spent on a topic;

(d) Giving students the opportunity to demonstrate mastery of standards at multiple times and in multiple comparable ways; and

(e) Providing learning resources and instructional practices that are adaptable and fully accessible to all students, including students with disabilities and English learners.

The district has reorganized its administrative structure in recent years to better serve students and teachers, concentrate resources in high need areas, and allow for more site-based decision making. The district is awarded 15 points for this section.

	Available	Score
(D)(2) LEA and school infrastructure (10 points)	10	8

(D)(2) Reviewer Comments:

The district has a plan to support project implementation through policies and infrastructure that provide every student, educator, and level of the education system (classroom, school, and LEA) with the support and resources they need, when and where they are needed.

The LEA and school infrastructure support personalized learning through a system of assessments and instruction based on Mastery Learning and supported by a selection of assessments and instructional options. Numerous support systems are in place to help educators help studens in an array of instructional setting.

The applicant uses technology to support this structure, however, the demographic challenges in the school district limit home and family access. Some efforts have been made to mitigate this situation. Plans are in place to expand and upgrade data and technology systems to the benefit of students, parents and educators.

This element earns 8 points.

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	15

(E)(1) Reviewer Comments:

The district has laid out a plan for monitoring implementation and progress toward achieving goals set for the RRT-D program.   The strategy calls providing timely and regular feedback on progress toward project goals and opportunities for ongoing corrections and improvements during and after the term of the grant. The strategy addresses how the applicant will monitor, measure, and publicly share information on the quality of its investments funded by Race to the Top – District. Fifteen points are awarded.

	Available	Score
(E)(2) Ongoing communication and engagement (5 points)	5	5

(E)(2) Reviewer Comments:

Through the use of its PLCs and School Leadership teams and Strategic Plan Committee the district has in placed multiple strategies for ongoing communication and engagement with internal and external stakeholders. This element gets 5 points.

	Available	Score
(E)(3) Performance measures (5 points)	5	3

(E)(3) Reviewer Comments:

While the applicant has multiple measures in place to aid in monitoring continuous improvement, it does not presently have a plan of sufficient scope to fully meet the criteria for this element. Grade level and subgroup measures are included, as are academic and non-academic measures. Three points are earned for this section.

	Available	Score
(E)(4) Evaluating effectiveness of investments (5 points)	5	3

(E)(4) Reviewer Comments:

The applicant provides limited information to address this specific element. However, it can be inferred from a review of earlier sections that the district does plan to monitor and improve programs and projects funded through RTT-D. Three points are awarded.

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	5

(F)(1) Reviewer Comments:

The applicant's budget, including the budget narrative and tables—

> (a) Identifies all funds that will support the project;

> (b) Is reasonable and sufficient to support the development and implementation of the applicant's proposal; and

> (c) Provides a rationale for investments and priorities, including--

>> (i) A description of all of the funds that the applicant will use to support the implementation of the proposal, including total revenue from these sources; and

>> (ii) Identification of the funds that will be used for one-time investments versus those that will be used for ongoing operational costs that will be incurred during and after the grant period.

Limited information is available to judge the viability of plans to sustain RTT-D initiatives after the grant period ends. This element is awarded 5 points.

	Available	Score
(F)(2) Sustainability of project goals (10 points)	10	5

(F)(2) Reviewer Comments:

The applicant presents a minimal plan for sustaining RTT-D funded programs after the grant period. Although the district's RTT-D plan is built on mostly extant programs, few details are provided about funding options for out years. Five points are

assigned to this section.

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	**10**	**3**
Competitive Preference Priority Reviewer Comments:		
Only a minimal plan is presented that focuses on pre-school and early education. Three points are earned for this element.		

Absolute Priority 1

	Available	Score
Absolute Priority 1	**Met/Not Met**	**Met**
Absolute Priority 1 Reviewer Comments:		
The district has a record of moving toward personalizing education for all its students. They have built learning environments that are designed to significantly improve learning and teaching through the personalization of strategies, tools, and supports for students and educators that are aligned with college- and career-ready standards. The district is committed to expanding student access to the most effective educators; decrease achievement gaps across student groups; and increase the rates at which students graduate from high school prepared for college and careers. The Absolute Priority is met.		

Total	**210**	**159**

Optional Budget Supplement (Scored separately - 15 total points)

	Available	Score
Optional Budget Supplement (Scored separately - 15 total points)	15	12
Optional Budget Supplement Reviewer Comments:		
The applicant presents a good rationale for this supplemental budget. The plan will assist a high need population, but will not adversely affect the main application if not funded. 12 Points are awarded.		
Optional Budget Supplement (Scored separately - 15 total points)	15	12
Optional Budget Supplement Reviewer Comments:		
A reasonable and well planned supplemental budget is presented in this section. Failure to win an award will not jeopardize the main application. This supplemental budget earns 12 points.		